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THE NEW ORLEANS PARENT AND CHILD DEVELOPMENT CENTER
A MODEL FOR INTERVENTION IN CHILD DEVELOPMENT
AS A RESULT OF PARENT EDUCATION.

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TABLE I

Status of Experimental Design as of 3/1/73

	Center	Home Visit	Serial Control	Yearly Control
Pilot Group (Wave 1) (Age 2 mos. when admitted)				
No.	25	18	20	21
Average Age (Mos.)	18	15.5	15.5	14
*New one Year old (Wave 2)				
No.	34	21		
Average Age	14.5	13		
**New Infants (Wave 3)				
No.	31	22	32	
Average Age	4	4	4	
TOTAL	90	61	52	21
Grand Total Research	151	Grand Total Controls		73

*The New One year olds have been in the program since age 2 months for serial testing only. They have been research children since age 12 months or for approximately 2 months.

**New infants were admitted when 2 months of age and have been in the program for two months. Recruitment is not yet completed.

TABLE 2A

Initial Screening of Central City Babies Born at Charity Hospital
For Entire Program.

		<u>No.</u>	<u>Percent</u>
(B)	Eligible for Contact	263**	50
(C1)	Rejected by PCDC Before Initial Contact*	<u>260</u>	<u>50</u>
	TOTAL	523	100%

* Initial Screening Criteria:

1. Baby's health - birth weight must be $4\frac{1}{2}$ lbs.

apgar score must be 7/8

other factors at the discretion of the
nurse

2. Mother must be at least $17\frac{1}{2}$ years old at time of birth

3. Number of siblings in the family cannot be greater than 5

4. A history of toxemia, diabetes, or mental illness in the
mother makes the family ineligible

** This figure doesn't correspond to the total number of families approached for the center and home visit groups because some of the births included in this figure are being recruited for groups to be added to the program, and because a few of the cases had to be eliminated for matching purposes.

NOTE: The same type of initial screening was done on the births outside the central city area which are used for the yearly and serial control groups. The results of this screening showed similar percentages of families not suitable for contact.

TABLE 2B

Recruitment of Families Eligible for Contact for Pilot Wave of Center, Home Visit and Serial Congrol Groups.

	<u>CENTER AND HOME VISIT GROUPS</u>		<u>SERIAL CONTROL GROUP</u>	
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>
Unable to Contact (moved, letter returned etc.)	41	23.0	18	22.0
Refused Program	53	30.0	25	29.0
Accepted Program, But Never Came In	20	11.0	5	6.0
Accepted and Enrolled In Program	66	37.0	35	42.0
	<u>180</u>	<u>101.0</u>	<u>83</u>	<u>99.0</u>
TOTAL				

TABLE 2C

MOTHERS WHO REFUSED PROGRAM AT INITIAL CONTACT
(PILOT GROUP)

<u>REASON</u>	<u>Center and Home Visit Groups</u>			<u>Serial Control Group</u>		
	<u>No.</u>	<u>Percent</u>	<u>Percent of Total Eligible</u>	<u>No.</u>	<u>Percent</u>	<u>Percent of Total Eligible</u>
Employed	17	32.0	16.0	2	8.0	2.0
School	10	19.0	6.0	5	20.0	6.0
Not Interested	20	38.0	19.0	16	64.0	19.0
Miscellaneous	6	11.0	6.0	2	8.0	2.0
TOTAL	<u>53</u>	<u>100.0</u>	<u>47.0</u>	<u>25</u>	<u>100.0</u>	<u>29.0</u>

TABLE 3

Total Number Recruited And Dropped In The Entire Program

	<u>TOTAL RECRUITED</u>	<u>TOTAL DROPPED</u>	<u>TOTAL NOW ENROLLED</u>	<u>PERCENTAGE DROPPED</u>
Pilot wave Center 2 mos. old	35	10	25	29
Center I Wave 2 1 year old	37	4	33	11
Center II Wave 3 2 Mos. old	36	11	25	31
Home Visit Pilot Wave 2 Mos. old	25	8	17	32
Home Visit I Wave 2 1 year old	26	5	21	19
Home Visit II Wave 3 2 Mos. old	34	7	27	21
Serial Control Pilot Wave 2 mos. old	30	10	20	33
Serial Control II Wave 3 2 mos. old	36	4	32	11
Yearly Control Pilot Wave 2 mos. old	30	11	19	37

TABLE 4

Reasons for Non Retention Mothers In pilot Wave of Program
(Total as of March 1, 1973)

	<u>Retained</u>	<u>Dropped</u>	
Center	25	10	
			Reasons
			1. Non-participation 9
			2. Requested <u>1</u>
			10
HomeVisit	17	8	
			Reasons
			1. Non-participation 6
			2. Moved out of town 1
			3. Requested <u>1</u>
			8
Serial Control	20	10	
			Reasons
			1. Non participation 7
			2. Requested 2
			3. Death of infant <u>1</u>
			10
Yearly Control	19	11	
			Reasons
			1. Non-participation 11

TABLE 5

Families Dropped From The Pilot Wave

<u>Group</u>	<u>N</u>	<u>Mother's Age</u>	<u>Time in Program</u>	<u>Self Esteem Scale Score</u>	<u>Mother's Education</u>
Center	10	23 (N=9) *	257 days (N=10) (8.56 mos.)	40 (N=8)	10.4 (N=10)
Home Visit	8	20 (N=8)	208 days (N=8) (6.93 mos.)	45 (N=7)	11.38 (N=8)
Serial Control	8	21.8 (N=7)	111.28 days (N=7) (3.7 mos.)	35.3 (N=6)	10.14 (N=7)
Yearly Control	11	21.7 (N=11)	267.9 days (N=11) (8.93 mos.)	40.8 (N=5)	9.7 (N=10)

* Number of subjects entered in calculation

TABLE 6A.

Attendance for Initial Center Pilot Group of Mothers From
September 1971 - February 1973.

	<u>NO. OF MOTHERS</u>	<u>AVERAGE NO. SCHEDULED VISITS</u>	<u>AVERAGE PARENT ATTENDANCE</u>
GROUP A	14	103	57
GROUP B	7	103	41
GROUP C	4	103	26

- A. Refers to mothers who are enrolled, and who had no special problems relating to attendance.
- B. Refers to mothers who are enrolled, but due to illness, pregnancy or temporary employment have not been able to participate fully.
- C. Refers to mothers currently enrolled in the program, but who will be dropped for disinterest.

TABLE 6B

Attendance Data for Pilot Home Visit Group for Ten Month
Period Ending January, 1973.

<u>Number of Mothers</u>	<u>Visits Complete*</u>		<u>Visits Incomplete</u>	
17	Number	Percent	Number	Percent
	675	63	397	27

*Refers to visits made and curriculum unit complete.

TABLE 6C

Reasons for Incomplete Visits For Pilot Home Visit Group For
10 MONTHS Period Ending January, 1973.

<u>REASON</u>	NO.	<u>PERCENT</u>
Illness of Mother, Child, etc.	83	21
Mother Working	81	20
Illness of Educator	75	19
Parent Cancelled, No Reason	94	24
Visit Made, Curriculum Not Completed*	<u>64</u>	<u>16</u>
	397	100.0

* Curriculum was not completed because of problems relating to
personal stress situations.

TABLE 6D:

Attendance of Experimental and Control Groups For Test Evaluations
for Six Month Period Ending February 15, 1973

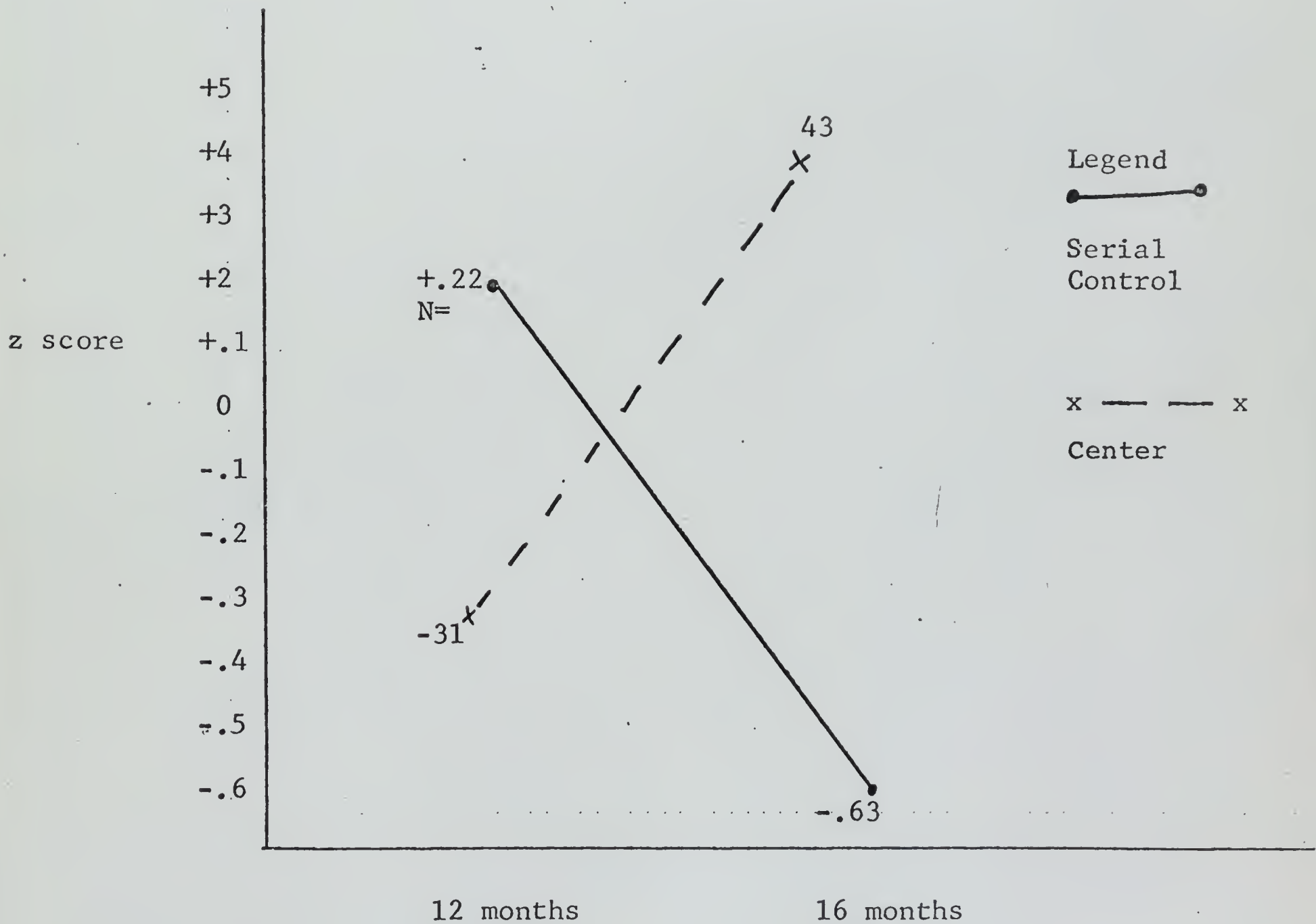
<u>GROUP</u>	<u>TOTAL SCHEDULED AND COMPLETED</u>	<u>TOTAL RESCHEDULED</u>
Center Pilot Wave	100	148
Center I ^x Wave 2	132	138
Center II Wave 3	66	55
Serial Control + Pilot Wave	80	48
Serial Control II ⁺ Wave 3	72	63
Home Visit Pilot Wave	72	123
Home Visit I ^x Wave 2	82	54
Home Visit II Wave 3	62	58
Yearly Control ⁺ Pilot Wave	<u>40</u>	15
Total	706	

+ These groups were paid for each testing appearance

x For three of six months above, these groups were tested before inclusion into the program and were paid for each testing occasion.

FIGURE 1

Changes in Uzgiris Hunt Total Scores in Center and Serial Control Groups at 12 and 16 months.



Note: The differential net change for each group was not significant. Each of the differences at any point of time was not significant.

Each of 5 subtests were standardized ($z = \frac{x - m}{\sigma}$) and added.

Table 7

Conceptualization Of P.C.D.C. Evaluation

Research

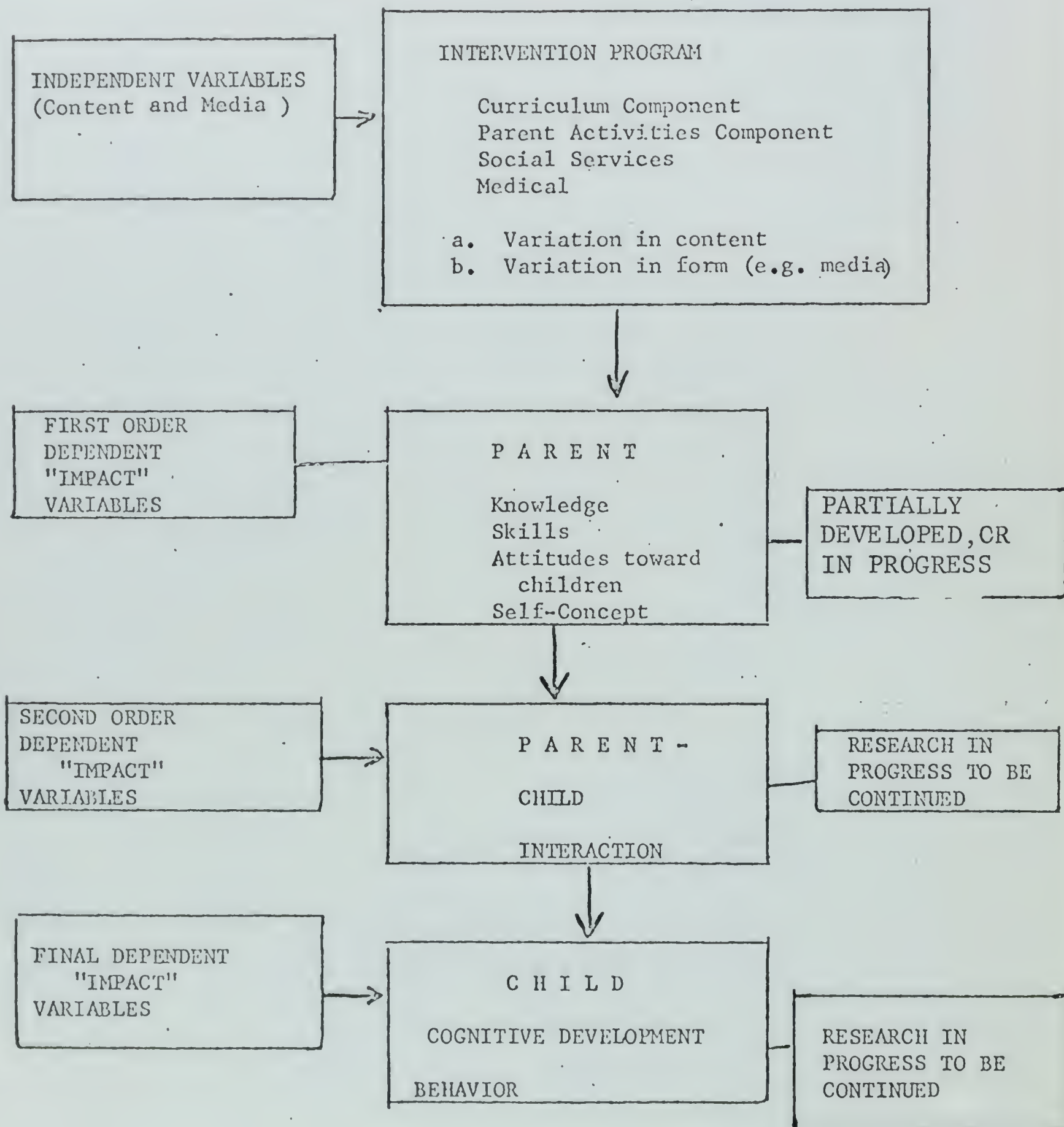


TABLE 8*

List of Operational Definitions of Mother-Child Interaction Variables Scored at 12 MONTHS of age.

1. Verbal Restriction - This technique indicates the focal effort of the other person is to verbally prohibit or restrict the child's behavior. [S chews on a toy dog. M says, "you don't eat dogs."]
2. Negative Reinforcement - This technique indicates that the focal effort of other person is to physically restrain the child's behavior, or to express hostility or aggression to the child. [S bites M. M spansks S's hand.]
3. Distraction or Ignoring - The other person's effort is to divert the child's attention from a given task or behavior to a more desirable task or behavior. This technique was also coded if the other person was deliberately ignoring the child's efforts at seeking attention. [S whines. M distracts: "We are going bye-bye soon."]
4. Refusal to Help or Comply - Other person is discouraging child's request for help by refusing it, or postponing it to a later time. [S tries to open piece of candy and goes to M for help. M is busy and says: "I'll help you in a minute."]

* Additional information regarding these categories, and scoring techniques can be obtained from Mrs. Susan Andrews.

5. Commenting on Disapproved Child Behavior - This is a special case of use of the general information giving technique for discouraging. [S picks up a toy ring and bangs it on the mirror. M says, "You're bad."]
6. Comforting When Child is Crying or Tantrumming - This is a special case of use of the positive reinforcement or affection technique to discourage child's crying. [S is crying because she fell down. M cuddles and rocks S.]
7. Focusing on Task Which Child is Distracted From - This is a special case of the use of the focusing technique. The other person is trying to discourage the child's attention in the distraction and refocus attention on the previous task. [M and S are reading a book. S is distracted by the T.V. M says, "No, look at the book."]
8. Positive Reinforcement Or Affection - This technique indicates that the focal effort of the other person is to actively promote the child's endeavors in an ongoing behavior, or to demonstrate affection to child. [S correctly fits a block into the shape-sorting box. M says, "Good for you, S."]
9. Justification of Statement of a Rationale - The focal effort of the other person is to provide explanations or reasons to the child. [M cautions S: "Don't touch the iron. It is hot; you will get hurt."]
10. Suggestion or Command - The other person's focal effort is to direct the child to do a certain task or to behave in a certain way. [M says to S: "Will you pick up the toys now?"]
11. Didactic Teaching - This technique indicates that the focal effort of the other person is to instruct the child. Teaching may be accomplished by labeling, reading, demonstrating, explaining, etc. [M and S are looking out the window. M says, "See the doggie? Doggie. It goes bow-wow."]

12. Active Participation - The other person actively engages in play or a task with the child. [M talks to S on the play telephone; and then they have a "tea party" with a toy set.]
13. Focusing on a Task - The focal effort of the other person is to concentrate the child's attention on an ongoing task. [S stacks rings then looks away. M puts another ring in S's hand, S stacks it on the cone.]
14. General Information Giving - This technique indicates the focal effort of the other person is to inform or question the child about routine matters. [M says, "It is a nice sunny day, isn't it?"]
15. Observing - This technique is usually neutral in its' effort on child. It is coded when mother is passively observing the child's behavior. [S stacks blocks. M watches.]
16. Providing Services or Assistance - Focal effort of the other person is to perform services for child or to assist him when he is in difficulty. [M diapers and dresses S.]
17. Providing Materials - Other person prepares the child for a given activity by providing the materials. [M gets out the pegboard set and helps S get settled in chair to play with it.]
18. Changing Location - This technique is self-explanatory. [M takes S out of highchair and places him on floor.]

19. Total Use of Discouragement Techniques -

This is a summary category including variables 1 - 7. Although negative reinforcement verbal restriction, refusing help etc. are techniques which are generally negative and discouraging in tone, the distraction and comforting child when crying are generally positive and discouraging in tone.

20. Total Use of Positive Reinforcement or Affection -

This is a summary category which includes only technique 8 and is self-explanatory.

21. Total Use of Positive Control Techniques -

This is a summary category including technique variables 9 and 10.

22. Total Use of Teaching Techniques -

This is a summary category including techniques 11 - 14.

23. Total Use of Neutral Techniques -

This is a summary category including techniques 15 - 18.

24. Encouragement of Child Initiation -

This category reflects the percentage of time the mother encouraged a child initiated activity.

25. Verbal Index - This category reflects the percentage of time the mother or other person used language of any type during the interaction observation.

26. Use of Language for Negative Reinforcement -

This variable reflects the percentage of the mother's total language that was used to discourage a child's behavior.

27. Use of Language for Positive Reinforcement or Affection -

The percentage of mothers total language that was used for expressing affection or rewarding the child's behavior.

28. Use of Language for Positive Control -

The percentage of the mother's total language used for justification or suggestion or commands.

29. Use of Language for Teaching -

The percentage of the mother's total language used for any teaching purposes including labeling, explanation, reading, or providing feedback.

30. Use of Language for Neutral Techniques -

The percentage of the mother's total language that accompanied observing play, changing the child's location or providing services or materials.

31. Cluster I Activities -

This category includes activities of the child which are presumed to be highly likely to promote intellectual development. These include verbal, symbolic learning, spatial, perceptual and fine motor learning, concrete reasoning, expressive skills and executive skills. [M & S read Curious George and they labeled the pictures; S studies her reflection in the mirror; S pretends to serve tea with a toy tea set.

32. Cluster II Activities -

This category includes child behaviors and experiences which are presumed to be moderately likely to promote intellectual development. These activities include exploration of and play with household items, play with toys, exploration of nature and giving general and routine information. [S takes container of powder and shakes it briefly, then throws it on the floor.]

33. Cluster III Activities -

This category clusters non-intellectual activities involving basic care, large motor learning and unspecific activities. [M changes S's diaper; S crawls around the room.]

34. Cluster IV Activities -

This category includes any social-emotional expression, positive, negative or neutral in the child's activity experience. [M finishes diapering S. She bounces S and kisses her; S bumps his head and cries. M picks S up and comforts him.]

35. Encouragement/Discouragement Ratio-

This variable reflects the ratio of the total amount of time mother spends encouraging her child's activities versus discouraging them.

36. Child Versus Mother Initiation Ratio -

This variable reflects a ratio of the number of child initiated activities versus the number of mother initiated activities.

37. Sex - This category is self-explanatory and simply reflects the sex of the target child.